PROSPERITY EDUCATION

C2 Writing

Cambridge Masterclass

with practice tests

Margaret Cooze

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Margaret Cooze holds an MA in Applied Linguistics and an MSc in English Language Teaching Management, and has worked in senior roles at Cambridge English Language Assessment and Cambridge Assessment International Education. She is the author of several ELT resources published by Cambridge University Press.

Introduction

Cambridge C2 Proficiency Writing

Welcome to this book on the Cambridge C2 Proficiency Writing paper. C2 Proficiency is one of the exams in the series provided by Cambridge Assessment – part of the University of Cambridge. It is the fifth in the range of tests they provide in General English:

A2	Key (KET)	B1	Preliminary (PET)
B2	First (FCE)	C1	Advanced (CAE)
C2	**Proficiency (CPE)**		

The references next to each test refer to the CEFR Level (Common European Framework of Reference), and show the language level of each test. For CEFR C2 Writing, you will be able to:

- understand the finer points of complex texts
- evaluate the contents of texts and identify relevant content
- write on any subject with good expression and accuracy
- write clearly using a variety of cohesive devices and organisational patterns
- explain your viewpoint and communicate complex ideas effectively
- recognise the reader of texts and use a consistently suitable register
- use a range of simple and complex grammatical structures with flexibility and control
- use a wide range of vocabulary including less common lexis correctly and with precision
- recognise the functional language needed and select language to convey meaning.

How does the test work?

You can take the C2 Proficiency exam on a computer or on paper. The content is the same for both forms of the test. The C2 Proficiency Writing paper gives you the opportunity to show your language skills. The topics of tasks are chosen so that they are relevant to the typical student taking this exam, so you should find that you have enough ideas to write about. Each question will guide you by indicating the context, the purpose for writing and the target reader. It is important to remember that you aren't being tested on the subject content

of the tasks. So, if the topic of the task is, for example, tourism, you aren't expected to be an expert about this topic. The test format is:

Time allowed	1 hour and 30 minutes
Number of parts	2
Number of questions	Part 1: one compulsory question Part 2: one optional question from a choice of three*
Task types	essay, article, formal/informal letter, report, review
Length	Part 1: answer should be 240–280 words long Part 2: answer should be 280–320 words long

* There is also the option of writing about a set text until the end of 2023. The set texts can be found on the Cambridge English website. From 2024 this option will be removed. You should only consider answering one of these questions if you have studied the text as you will need detailed knowledge to answer appropriately at C2 level. Set text questions can be any of the task types.

Task type 1: Essay

Part 1 (Question 1) of the Writing paper is always an essay written for your teacher, and the format of the question is always the same. You will need to read two short texts on a related theme and then write an essay summarising and evaluating the key ideas. Your writing should be discursive and the expected language is that of academic writing. The two reading texts will be at a slightly lower level than C2 to ensure that you aren't being assessed on your reading in this task. You will be expected to identify the key ideas in each text, to recognise any common areas or themes and any ideas that differ, and to use these as a basis for your essay. Your essay should be a combination of a summary of these points, an evaluation of the ideas and your own opinion.

The purpose of the essay is to allow you to show that you can select relevant information and can back this up with supporting argument. Remember, you don't have to tell the truth! The examiners won't know, so if you don't have experience or an opinion you can make something up. Your essay should be well structured with clear and appropriate organisational features. Suitable introductions and conclusions should be included, and the structure of the essay and its paragraphing should guide the reader through the content, to help them understand the argument.

Essays are written in a more formal register as you are writing for your teacher.

Task type 2: Article

An article is written to be published, either online or in a hard-copy publication, for a particular audience. The task will specify where the article will appear and who the target readers are. This will guide you in selecting an appropriate register and tone. If the article is for fellow students, for example, it will be less formal than something to be published on a

more academic topic. Regardless of this, the article should aim to engage the target reader and make them want to read it. Articles often contain descriptive information or a narrative based on personal experience. Headings and possibly sub-headings may be helpful in organising the article.

Articles at C2 are more complex than those at a lower level, and the question will guide you in developing your article to, for example, evaluate or consider the topic in more depth.

Task type 3: Letter

Letters need to be written with the target reader in mind. You should ensure that you write in a suitable register for the person who has written to you, and think about how to integrate the points in the task using natural language. They may be written to apply for something, or to give comments on something. The target reader could be a school or college principal, the editor of a newspaper or, for example, the director of a company or organisation or someone who know personally. The task will guide you on the required content, but at this level it could include giving your opinion on a matter or describing an experience and relating this to the topic. You should include a suitable opening and close to your letter, but you don't need to include addresses or the date.

Task type 4: Report

A report is usually written for a teacher or school principal, or a specific group such as the members of a club of society to which you belong. Reports are mostly factual and need to be based on the situation that is presented in the question. Reports at this level go beyond those at lower levels, which are mostly descriptive. At C2, you need to show that you can evaluate the information and use this to, for example, suggest an alternative course of action or to say if an aim has been achieved.

Reports are typically semi-formal and often contain more impersonal language, such as passive forms. Headings can help to show the different sections of your report.

Task type 5: Review

A review may be about a book, film, play, show or concert, but could also be about a product, for example a kitchen gadget, or a service, such as a tour of a museum. You will be asked to give your opinion, but at this level you will also need to address an aspect indicated in the question. This could, for example, be evaluating the subject of the report for a particular group of people or reason. The target reader will be described in the question, and you should make sure that you write your review with them in mind.

Reviews often include a range of different adjectives and, at C2, also language of justifying opinions.

How to use this book

The main section of this book focuses on each task type individually, beginning with its characteristics and guidance on how to plan a response to an example question. For each task type question, two responses from different students are provided. One response is very good and the other will be less good, showing areas that the student could improve on. There are detailed comments on each response, and a breakdown of the marks that the response could get in the exam. You should read these responses and commentaries before you write your own response to the question. When you have written your response, look back at the comments and the mark scheme, and think about what you did well and also how you could have done better.

Preparing for the exam

It is important that you plan your time in the exam. You will need to complete both tasks within the 90 minutes. It is sensible to divide your time equally between the two tasks: about 45 minutes each. You should make sure that you:

- **Read** all of the questions carefully to be certain you understand what they mean.
- **Plan** your writing.
- **Write** your response according to your plan.
- **Check** your writing for errors.

Read the questions

Read the Part 1 texts carefully, and identify the content that you want to focus on in your essay. There will be three Part 2 questions, and you will need to choose one. When making your choice, you will need to think about the task type, the topic and the language that you will need. For example, there may be a question with a review to be written relating to a concert. If you know lots of high-level vocabulary relating to music and the arts, then this could be a good choice. It is good advice to spend time thinking about each question before you start writing. If you start one question and then realise that you don't feel confident about the ideas or language you need, you may need to change question.

Plan your writing

It is tempting to start writing as soon as you decide what question to answer, but spending some time planning is very sensible. Candidates plan their writing in different ways, but the following is an example of a plan for the article response for the question on page 24.

Here, the candidate has noted down some ideas and good vocabulary to use, and has decided what will go in each paragraph:

Intro:	weighed down by studies? | getting too much? | How I was feeling | struck gold!
Para 1:	shoulders hunched | stress levels rising | random search for topic | putting off work | found website with collected links | could believe my luck | go-to site | Let me explain
Para 2:	won't do your homework for you | not copying site | point in right direction | functionality superb | layout clear | link all work | what more?
Para 3:	probing site and questioning | trust the author? | warning – trust? | diligent – must cross check | saved me hours wading through | take advantage | treasure precious link!

Write your response

Use your notes to assemble your ideas from your plan into a well-organised piece of writing with a suitable tone and good, accurate language. With good planning technique, this will be easier. Of course, you will also be thinking about the functions, grammar and vocabulary that you considered before you started to produce your plan. This is the best way to make sure that you show the examiner as much of your language ability as possible. At this level you will be expected to be skilled at paraphrasing language you find in the task. So, if the task says 'Say why you found the website useful…', you could answer by saying 'I found the website useful because...'. But to showcase your skill in paraphrasing an alternative, such as 'The benefits of this website became clear when…', will allow you to demonstrate alternative language.

What language do you need?

There are three things to consider when you have read the questions. There is some overlap between them, but it is still a good idea to think about all three.

1. What functions does the task need?

For example, do you need to make a suggestion, evaluate something or justify a decision?

2. What grammar can you use in the task?

This may be linked to the functions of the question. For example, if you are asked to give or justify a decision, you can use the infinitive to show purpose and cohesive devices like 'due to this' or 'as a result of…'. Sometimes the grammar you use will be your choice. If you

know that you are confident when using complex conditional sentences, can you include one in your response?

3. What vocabulary is related to the task topic and links in with the functions?

If you are giving recommendations in the task, for instance maybe in a report, you should think about what phrases you can use to make sure that there is variety. For example, it is better not to start each idea with 'I think…'. You could use 'One perspective I have considered…' or 'It cannot be denied that…' as alternatives to make sure that you show the examiner a good range of different phrases.

Check your writing

You should always leave five minutes to read through each response you write. Check that you haven't left anything important out, but also check the language for errors. For example: Have you used the right tenses? Are there any spelling errors? It's a good idea to make your own checklist while you prepare for the C2 Proficiency Writing paper. It will help you to think about what to check for, and also to think about mistakes that you often make. Here is a suggested checklist to use, but it's a good idea to add things that you know you sometimes make mistakes with. What would you add to this checklist?

✔ ✖

- ☐ Does your response cover all of the content points in the task?
- ☐ Is your response in the right style for the task type?
- ☐ Have you used the right register for the task?
- ☐ Have you used paragraphs to separate different ideas?
- ☐ Have you used linking devices correctly?
- ☐ Have you got a range of linking devices?
- ☐ Are all tenses correct?
- ☐ Have you used articles with nouns where needed?
- ☐ Are the prepositions correct?
- ☐ What about errors you've made in the past?

The assessment criteria

Each piece of writing is marked against four assessment criteria, each carrying a maximum of five marks.

Content

This criterion focuses on whether you have answered the question and whether the reader would have all the information they need. You must make sure that you identify what the question is asking you to do and plan your answer so that you stay on the topic. In Part 1 you must summarise and evaluate the texts in the question, adding your own perspective as relevant. In the Part 2 questions, you must identify what you will need to write about from the question.

Max. 5 marks

Communicative achievement

This criterion focuses on how well you communicate with the reader. This includes whether your writing is suitable for the task you are writing, and it also involves register. Register means whether your writing is more formal (e.g. writing for someone you don't know) or less formal (e.g. writing for your classmates).

Max. 5 marks

Organisation

This criterion focuses on how your ideas are organised into paragraphs, if these are needed. It includes the use of discourse markers that act to make the text cohesive. It also includes things like how pronouns are used to refer to nouns to avoid repetition. For example, 'He never liked school and hated going there.' In this sentence 'there' means that the student doesn't repeat the word 'school'.

Max. 5 marks

Language

This criterion focuses on vocabulary and grammar. It isn't just about using vocabulary and grammar without making mistakes. It also considers whether your writing uses more complex grammar and more unusual words and phrases. It is sometimes hard to focus on both, and, of course, it's great if you don't make any mistakes! However, if this means that your language isn't as complex it may mean that you can't get to the top marks here.

Max. 5 marks

When all four criteria have been assessed your total mark is given out of 20.

Planning Guide

Write the question you are going to answer below, and underline or highlight the important words that will help you to focus your response.

What **functions** does the task need?

What **grammar** could you use?

What **vocabulary** could you use?

Bring your ideas together in a plan, and think about the organisation and register you need.

- How many paragraphs do you need? How will you link ideas?
- Who is your reader? What is your relationship to them?
- Do you need to use more formal or more informal language?

Text type 1: Essay

In Part 1 of the Writing paper you will have to write an essay. **Remember:**

- Identify what the key points of each text are.
- Evaluate the ideas and consider your views on them.
- Think about how to summarise the ideas using your own words.
- Consider how to give your opinion in the essay.

Look at the following question. **Think about:**

- what aspect of tourism is common to each text; the perspectives the different authors have on the topic; and how your experience fits with what they say.

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

The travel industry

The travel industry supports a growing number of jobs around the world. Estimates are that one in ten of those in full-time employment worldwide is contributing to the travel and tourism sector. It's big business. Even for so-called independent travellers, there are numerous resources to guide them and to make sure they get the most from their hard-earned travel fund. Whatever your budget though, there's the perfect tour, trip or experience for you. Tourist destinations are springing up in the most unlikely locations to exploit this travel addiction. You really just have to log-on, make your choices, turn up and make memories.

Travelling for a living

Travel teaches you more than you realise. It is about so much more than visiting interesting places. As a travel vlogger, I feel lucky to earn a living writing about the amazing places I get to see. Each video I post to my site takes hours to prepare, but I take pride in exploring new ways to present places to my followers. Sometimes I pause to take a step back and really consider my life. Would I have the same values and priorities if I were working a normal 9–5 job with the pressures that modern life brings? My world would be narrower in so many ways!

Read the following sample answers and see how two students have answered this task.

Student Response A

It cannot be denied that tourism is an economic force and that over the past decades it has gone from strength to strength. Both texts give us some insight into one important link for the industry, and that is the internet.

The student has identified the point that both texts have in common, and has stated it clearly in their introduction.

The first text makes it clear that travel, whether doing so on a restricted budget or with no such limitations, is facilitated with the amount of online material to choose from. This may, of course, include such things as travel vlogs, such as the ones produced by the author of the second article. This second author writes from a personal viewpoint and her perspective confirms that the world wide web is indeed a rich resource.

In this opening sentence of the paragraph, the student has selected points made in the first text and has paraphrased them well.

Reading between the lines, the travel vlogger appears to show her passion and extraordinary enthusiasm for travel. This is somewhat missing in the first text where the process of identifying where to go and what to do is made to sound so much more mechanical. The vlogger thinks beyond what is in front of them and considers deeply what the experiences bring her in terms of the things she thinks are most important and valuable. The writer of the first article almost dismisses this aspect by focusing on the simplicity of taking a trip.

The student is evaluating the content of both texts here and this communicates their ideas clearly.

Although I have not travelled extensively, I can relate to the vlogger and feel any tourism company would benefit from the clear delight behind each experience in promoting their company.

The final paragraph is short but adds the student's own opinion and is a suitable way to conclude the essay.

Content

The essay has good representation of content from both texts and the student has understood them well. All content is relevant to the task and the target reader would be fully informed. The student's own ideas are integrated well into the summary.

5 / 5

Communicative achievement

The student has communicated convincingly and very naturally. They have used a suitable register and tone with ease. They have used the conventions of an essay to communicate some complex ideas in an effective way, and this holds the reader's interest well.

5 / 5

Organisation

The essay is clearly organised with suitable paragraphing. There is some range of cohesive devices used that help to organise ideas, and generally the student has used structures with some flexibility to organise their ideas. There could have been some more use of cohesive devices in the third paragraph, but overall the essay is well organised.

4 / 5

Language

There is a wide range of simple and more complex grammatical structures used with accuracy (e.g. 'It cannot be denied…'; 'doing so…'), along with some complex sentences (e.g. 'This is somewhat missing…more mechanical.'). In addition, there is a fairly wide range of suitable vocabulary chosen (e.g. 'an economic force'; 'a rich resource'; focusing on the simplicity').

4 / 5

Total marks: 18 / 20

The student has produced a well-written essay that fully addresses the task, and it is well organised with an appropriate register. The language used is extremely accurate while still demonstrating a wide range of structure and vocabulary. The essay flows well and is easy for the target reader to read.

Student Response B

Both of the texts relate to travel and the tourism business. The first text is more factual and gives industry background in a way that the second one doesn't. It is possibly from an economic guide to the industry.

This opening is very obvious and does not help to engage the reader.

The text tells us that the sphere of tourism is large and that it is open to those from all walks of life. It provides employment opportunities for a significant minority of the workforce in the world, and in doing so caters to travellers of all economic abilities. It highlights the ease of finding interesting places to visit and being able to make bookings for them.

The student has tried to use their own words here, but 'sphere' doesn't collocate well in this sentence.

The student has chosen to write about each text in turn and in doing so has missed the opportunity to effectively contrast them.

The second text is written from a personal self-perspective and contains more emotional language and ideas. The writer works in tourism but in an unusual way, earning their living from posting travel videos. They show their love for their work in that they tell us how much time it takes for them to make each video and the effort that goes into each single one. They highlight the different things they gain from their work, in terms of personal satisfaction and learning.

This phrase is lifted from the text, and although the student has changed the pronoun, it doesn't demonstrate alternative phrasing.

Overall, in conlclution, the second text more closely mirrors my thinking as I adore travel and feel that it offers much more than just seeing great places. It can broaden the mind and make you really appreaciate how much you have in your life and how much you can learn from travel.

There is repetition of the end of the previous paragraph here and the conclusion doesn't add very much.

Content

The student has shown understanding of the two texts and has summarised them well. They have chosen to discuss each one in turn rather than integrating them as Student A did. In doing so there is less comparison and evaluation of the texts. For example, the student hasn't mentioned that both writers refer to the internet and have used this to offer their point of view on this aspect from the texts. Despite this, the target reader would be informed.

4 / 5

Communicative achievement

The opening paragraph of the essay aims to analyse the text types more than communicate the ideas included in the two texts and isn't really necessary. However, the essay uses a suitable tone and register overall, and, despite the repetition of ideas towards the end, communicates the student's ideas with sufficient flexibility to hold the reader's attention.

3 / 5

Organisation

The student has organised their essay into simple paragraphs with an introduction, a paragraph on each of the two texts and a conclusion. Better integration of the points in the two texts could have provided alternative paragraphing. Internal cohesion is simple, with basic cohesive devices used, and most sentences stand alone and could have been linked more effectively.

2 / 5

Language

Overall, the language used is fairly accurate, despite some spelling errors, (e.g. 'conlclution', 'appreaciate'). There is an attempt to use more complex lexis, some of which is used effectively (e.g. 'all walks of life'; 'effort that goes into'), but this does not always collocate well (e.g. 'the sphere of tourism'). The range of structure is more limited, with mostly simple grammatical structures used.

2 / 5

Total marks: 11 / 20

The student has made a good attempt at the task and has shown understanding of the two texts. Overall, their language level is slightly below C2, and this is demonstrated particularly in the lack of range in structures. The organisation of the essay could have been improved with better internal cohesion, which in turn would have had an impact on the way the essay communicates as a whole.

Now have a go at writing a response to this question yourself.

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

The travel industry

The travel industry supports a growing number of jobs around the world. Estimates are that one in ten of those in full-time employment worldwide is contributing to the travel and tourism sector. It's big business. Even for so-called independent travellers, there are numerous resources to guide them and to make sure they get the most from their hard-earned travel fund. Whatever your budget though, there's the perfect tour, trip or experience for you. Tourist destinations are springing up in the most unlikely locations to exploit this travel addiction. You really just have to log-on, make your choices, turn up and make memories.

Travelling for a living

Travel teaches you more than you realise. It is about so much more than visiting interesting places. As a travel vlogger, I feel lucky to earn a living writing about the amazing places I get to see. Each video I post to my site takes hours to prepare, but I take pride in exploring new ways to present places to my followers. Sometimes I pause to take a step back and really consider my life. Would I have the same values and priorities if I were working a normal 9–5 job with the pressures that modern life brings? My world would be narrower in so many ways!

Highlight or underline the important words.

Outline plan:

Refer to the Planning Guide on page 12 for guidance on how to plan your response.

Write your response (240–280 words).

✔ ✖

- [ ] Does your response cover all of the content points in the task?
- [ ] Is your response in the right style for the task type?
- [ ] Have you used the right register for the task?
- [ ] Have you used paragraphs to separate different ideas?
- [ ] Have you used linking devices correctly?
- [ ] Have you got a range of linking devices?
- [ ] Are all tenses correct?
- [ ] Have you used articles with nouns where needed?
- [ ] Are the prepositions correct?
- [ ] What about errors you've made in the past?

Text type 2: Article

In Part 2 of the Writing paper you may have the option of writing an article.

Remember:

- An article is usually written for an English-language website, newspaper or magazine.
- A heading will help to catch your readers' attention.
- Try to make your article engaging and interesting to read.
- Try to have a strong ending to leave the reader with something to think about.

Look at the following question.

Think about:

- advice that fellow students would find valuable
- the register to use in a magazine for your college
- potential issues with relying on the internet
- any relevant vocabulary about websites and the internet that you could use.

You recently used a new website that you found very useful for your studies.

You decide to write an article for your college magazine.

Say why you found the website useful and how you think others could make use of it, as well as what people should consider when using material from the internet for studying.

Write your **article**.

Read the following sample answers and see how two students have answered this task.

Student Response A

A goldmine for your studies!

Are you feeling weighed down by the pressure of your studies? Is it all getting too much for you? Well, that's exactly how I was feeling...until yesterday. So what changed? I struck gold!

The short opening paragraph introduces the topic of the article well and attracts the attention of readers with its use of questions.

I'll tell you. I was ploughing through an exercise for homework, feeling my shoulders hunched and my stress levels rising, when I stopped to do a random search on the topic of my homework. If I'm honest with myself, I was just putting off getting down to work properly. However, imagine my surprise when I found this great website which has collected links to a massive range of articles on all the subjects connected to my course! I couldn't believe my luck. www.mediastudies.academic.com became my go-to site overnight! If you are studying on the same course as me, I strongly recommend it. Why? Let me explain.

The choice of vocabulary here helps to illustrate the student's situation and is very descriptive.

It goes without saying, this site won't do your homework for you. It isn't one of those 'copy an essay and get top marks' sites that we are warned about, and quite rightly so. What it does so well is to point you in the right direction to find articles and research that is all neatly sorted into categories. The functionality for searching is superb. The layout is clear. The links all work when you stab at them. What more is there you need?

The use of three short sentences are effective in communicating some of the benefits of the website.

That said, as I mentioned earlier, you still have to put in the hours to read the relevant sites and delve into each page, probing and questioning the content to make sure you trust the author. The site carries the obligatory warning regarding this and I must reiterate it – just because it's on the web, it doesn't make it reliable and trustworthy. We must be diligent and cross check anything that's stated as fact. But this website has saved me hours, no...days, of wading through totally irrelevant material. Take advantage of my discovery and learn why I now treasure this precious link so much!

The student uses less common cohesive devices well and here this links clearly to the previous paragraph.

Content

All content in the article is relevant to the task. The article incorporates a warning about using material from the internet seamlessly into the article, and the content flows well. The references to the value of the site are consistent throughout the article, and the student has skilfully linked these to the heading.

5 / 5

Communicative achievement

The article is well written and the student has skilfully used a common theme relating to something valuable throughout with their lexical choice. This helps to establish a tone that engages the reader and makes them want to read the article. The student communicates their ideas with ease and fulfils all communicative purposes.

5 / 5

Organisation

The student has organised their article very well. It has suitable paragraphing as well as excellent internal cohesion. The use of rhetorical questions (e.g. 'So what changed?'; 'What more is there you need?') helps with this. There is flexibility in the use of different cohesive devices, and the student demonstrates good control of these.

5 / 5

Language

The use of language in the article is precise and the student shows full control of a range of different structures and vocabulary. There is excellent collocation (e.g. 'feeling my shoulders hunched'; 'wading through') and language is used effectively and with a high level of accuracy to contribute to a strong article.

5 / 5

Total marks: 20 / 20

This is a sophisticated piece of writing and the student has shown a full understanding of the requirements of the genre, writing with an appropriate register and style, and making suitable choices of language. The article is very naturally phrased and highly accurate.

Student Response B

A new source of valuable information...

As many of us are reaching that part of the year when we need to sit and write up our dissertations, any help we can find is warmly welcomed. I'd like to share with you a discovery I made last month which took away some of the pressure I was feeling and made my life a lot less stressed all in one small moment.

The student has opened the article by engaging with the readers and sharing a situation that they have in common. This communicates well.

Procrastinating about the task and not getting down to work properly, this wonderful website appeared in my searches while I was looking to check some references. It's the site belonging to research group for the big science company in the city (you can find the link at the end of this article for ease to access) and they have an abundance of articles which are relevant to all of us studying any form of science. The massive advantage for me is that someone there is researching just the same subject as me and so I was able to email them to ask about their posts.

The use of a participle at the start of this sentence is an attempt at more complex language, but the second clause of the sentence has an error in agreement (in a participle clause the subject must be the same).

I can't explain you what a relief it is to find someone with the same passion and interest as mine! I think I have not only found a great website but also made a very vital new professional contact. This is priceless as I'm sure you all know!

The student has used informal ways to link ideas within the article, and this exclamation mark is one example.

The thing is, there is more! Even if you don't study the same area as some of the people on this site you can still find great resources, like charts and data about all sorts of sciency studies – some of them correspond to other areas – maybe it's your area?

Of course, we must be forewarned that we shouldn't share too much our personal data with people we meet through such websites. We never know who is lurking behind a name online. Like every situation, be careful but I highly recommend you take a look at www.cityscience.com.

The student has raised a concern about using this website, but it is not directly related to studying.

Content

The content is relevant to the task and the article would inform the reader. The details of the website are clearly given and the student explains why they think it is useful for fellow students. The point about what to consider when using information from the internet is quite general and should have been more closely linked to the topic of studying.

4 / 5

Communicative achievement

The tone and register used are appropriate for an article. The student uses fairly informal language in places, but this is consistent. There is an attempt to communicate directly with the reader with some phrasing (e.g. 'I'd like to share with you…'; '…as I'm sure you all know…').

3 / 5

Organisation

The article has a suitable heading and is organised clearly into paragraphs. However, some of the paragraphs could be better linked to each other with referencing. There is an attempt at this in Paragraph 4 with 'The thing is, there is more!', but this could have been more consistent. There is some use of cohesive devices (e.g. 'Even if…'), but this is an area that could have been stronger.

2 / 5

Language

While there is a range of different structures used (different tenses, participle clause, relative clauses), they are not particularly complex and there is a lack of control with some awkward phrasing and errors. Some good vocabulary is used (e.g. 'procrastinating'; 'vital new professional contact'; 'lurking'), but this isn't always with control (e.g. 'correspond to other areas'; 'share too much our personal data').

2 / 5

Total marks: 11 / 20

The student has shown an understanding of the task here and has made a good attempt at suitable organisation allowing them to communicate appropriately. The area that requires attention is the accuracy of language. The student has attempted to use some more complex language but lacks control of it, and this has impacted on their ability to organise their writing well.

Now have a go at writing a response to this question yourself.

You recently used a new website that you found very useful for your studies.

You decide to write an article for your college magazine. Say why you found the website useful and how you think others could make use of it, as well as what people should consider when using material from the internet for studying.

Write your **article**.

Highlight or underline the important words.

Outline plan:

Refer to the Planning Guide on page 12 for guidance on how to plan your response.

Write your response (280–320 words).

✔ ✖

- ☐ Does your response cover all of the content points in the task?
- ☐ Is your response in the right style for the task type?
- ☐ Have you used the right register for the task?
- ☐ Have you used paragraphs to separate different ideas?
- ☐ Have you used linking devices correctly?
- ☐ Have you got a range of linking devices?
- ☐ Are all tenses correct?
- ☐ Have you used articles with nouns where needed?
- ☐ Are the prepositions correct?
- ☐ What about errors you've made in the past?

Text type 3: Letter

In Part 2 of the Writing paper you may have the option of writing a letter.

Remember:

- Identify who you are writing to.
- You don't need to write addresses or a date.
- Identify the function needed from the input.
- Decide on the register to suit the reader.

Look at the following question.

Think about:

- what sport to describe
- the vocabulary you know related to this sport
- how to link the sport to your well-being
- what the content of the article might have included (this might provide some useful ideas to base your letter on).

> You have read an article in an international magazine about the value of playing sport.
>
> The magazine has asked readers to respond with their views.
>
> You decide to write them a letter. You should include information about the sport that you play, why you were attracted to it and how it has an impact on your well-being.
>
> Write your **letter**.

Read the following sample answers and see how two students have answered this task.

Student Response A

Dear Editor,

Having read the article in this month's edition of 'Sports Monthly' I would like to offer my views on the topic covered in your main feature. While I totally understood the main thrust of the argument, that sport can be such a positive feature in the daily lives of those trying to navigate life in the 21st century, I wonder if this can be applied to all circumstances.

The examples chosen in the article all related to team sports and I can see the appeal here for many. The appeal of being part of a team with a common cause and shared values must be a powerful draw for many. The stories of fighting together against a common opponent were doubtless inspirational to many but for some of us, they were lacking.

By their exclusion, the article implied that those who engage in solo, or individual activities, do not have the same drive or passion. I propose that this is untrue. I swim. I started swimming when I was young, out of necessity as it was part of the school curriculum at high school. But I left school and went to university and continued to swim. But not as many might think as part of a club or on a university team. I valued the peace and serenity that being in water brings. It still provides me with time to think about things, be that planning my day, or planning my future. My best thinking is done in the pool, or the sea, if I am lucky to visit somewhere on a coast.

I urge you to follow up your article with alternatives. We aren't all competitive and sport is so much more than beating someone else in a game or match. We should value other options for keeping ourselves healthy and fit.

Mari Hashimoto

The student doesn't have the name of the person they are writing to but has recognised that it is the editor. This is an acceptable way to start a letter in this situation.

The student has used the same reference ('many') a number of times. It is better to show more range and variety.

The student has used the possessive pronoun here to refer forward in the sentence, which is an effective way to organise ideas.

The use of two very short sentences here provides a contrast to the longer sentences around them, and this holds the reader's attention.

The student has used various grammatical forms close together here – past and present tenses and a passive form – showing flexibility of language use.

The final paragraph suggests a follow-up article and is an effective way to end the letter.

Content

The student has produced a well-constructed letter that fully addresses the task. They have made reference to the original article, which is not a requirement of the task but is very natural and contributes to a very appropriate response.

5 / 5

Communicative achievement

The letter communicates very clearly and the student has demonstrated a complete command of the task. They have communicated complex ideas in a convincing way, and this holds the reader's attention as the student integrates all of the necessary points into the letter.

5 / 5

Organisation

The letter is very cohesive and the organisation has been well considered. The paragraphing is clear and the student uses a variety of cohesive devices (e.g. 'While I totally understand…'; 'By their exclusion…'). There is a suitable opening greeting, and, although there is no closing (e.g. 'Yours faithfully'), this does not stop this being a well-organised letter.

4 / 5

Language

The language used is very accurate and it is used effectively and with precision. There is a wider range in vocabulary than in structure (e.g. 'the main thrust'; 'a common cause'; 'peace and serenity'). Despite the accuracy, a slightly wider range of different structures would have given this student full marks here.

4 / 5

Total marks: 18 / 20

This is a well-written letter and the student has demonstrated a strong understanding of the task type, producing language that is well organised and which has an appropriate tone and register for the reader. The language selected is sophisticated, and is used effectively to communicate complex ideas with all content included.

Student Response B

Dear Sir or Madam,

Upon reading the article in the most recent edition of your magazine, I was immediately struck by the difference between the author's and my experiences. I felt compelled to share my views with you at my earliest convenince.

Despite the author being a well-known sportsman, he appeared to lack any understanding of the value of sport to amatuers like me. The asumptions made by him were that we all have the same goals as he does – to play football to the highest quality, to beat all others to the prize, whether that is by scoring the winning goal or by winning the world cup, and last but not least, to make lots of money to enjoy his lavish lifestyle.

However, for me, and I believe many like me, the truth is different. Of course, I am not a famous player but a mere social player of football. I was attracted to it by playing with my schoolmates in the lunchbreak. Sure, we pretended to be the big players and all wanted to be to one in the winning team, but it was more than that. We had a break from studying and wanted to let off some steam. There was no better feeling than that. Although I now only play on a Sunday for my local team, it is similar now. I work at my desk all week and need to change my focus at the weekend. Knowing that I can make time to catch up with old friends keeps me going all week at work. I will never earn the massive big bucks that pro-players do and I do not think I am even jeaolous of them in that regard. I enjoy the fun of play football with my friends, just like I did as we were children back in the school playing ground.

I very much hope you will consider printing my views on this topic and I am open to giving you further information as needed, if necesary.

Best wishes,

Jose Mercia

The collocation here is not quite accurate and reads unnaturally.

This is a very long sentence with several ideas in it and would have benefitted from being split up.

There are some good phrases in the letter, but some are more informal than others.

A formal letter should end with a more formal closing such as 'yours sincerely'.

The letter is slightly long and the student has made a number of basic errors. They might have done better if they had written slightly less and checked their work more carefully.

Content

All of the content is relevant to the task, with the sport the student plays clearly identified and discussed. However, there is little to address the point of the student's well-being, and this would have benefited from being expanded on.

4 / 5

Communicative achievement

The student has used the conventions of a letter with some flexibility and some more complex ideas are communicated well. Generally, the reader's attention would be held, and the letter uses a reasonably formal register but there are occasions when less formal language is used (e.g. 'to let off steam…'; Sure we pretended…').

3 / 5

Organisation

The letter is organised but would have benefited from further paragraphing to split the long third paragraph. There is suitable use of cohesive devices (e.g. 'Despite the author…'; Although I now only play…'), which shows some flexibility of organisation.

3 / 5

Language

In most places, the student has used a controlled range of simple and more complex grammatical forms. There are some lengthy complex sentences that show ambition. However, there are some formal structures that are used slightly awkwardly (e.g. 'I felt compelled to share my views with you at my earliest convenience.'). In addition, there are several spelling errors with some being more basic (e.g. 'jeaolous'; 'necesary').

3 / 5

Total marks: 13 / 20

This letter communicates ideas and the target reader would be mostly informed. The student shows some control of language and has been ambitious in their vocabulary use, but at times there are errors in word order and spelling errors that are below C2 level.

Now have a go at writing a response to this question yourself.

You have read an article in an international magazine about the value of playing sport.

The magazine has asked readers to respond with their views.

You decide to write them a letter. You should include information about the sport that you play, why you were attracted to it and how it has an impact on your well-being.

Write your **letter**.

Highlight or underline the important words.

Outline plan:

Refer to the Planning Guide on page 12 for guidance on how to plan your response.

Write your response (280–320 words).

✔ ✖

- [ ] Does your response cover all of the content points in the task?
- [ ] Is your response in the right style for the task type?
- [ ] Have you used the right register for the task?
- [ ] Have you used paragraphs to separate different ideas?
- [ ] Have you used linking devices correctly?
- [ ] Have you got a range of linking devices?
- [ ] Are all tenses correct?
- [ ] Have you used articles with nouns where needed?
- [ ] Are the prepositions correct?
- [ ] What about errors you've made in the past?

Text type 4: Report

In Part 2 of the Writing paper you may have the option of writing a report.

Remember:

- A report looks back and reflects on a past event.
- At this level, you will be expected to evaluate rather than just describe.
- You are likely to need to include recommendations for change or improvement to suit the scenario suggested in the question.
- A title and subheadings will help you to organise your report.

Look at the following question.

Think about:

- what you would expect from an academic conference
- the positive and negative points of the conference
- overall, whether the conference was useful
- what practical elements you could write about — the organisation or the catering, for example.

> You recently attended an academic conference on behalf of the students you study with at university.
>
> Your tutor has asked you to write a report about how useful it was and whether the university should send someone next year. Include information about your expectations, your experience and the practicalities of attending the conference.
>
> Write your **report**.

Read the following sample answers and see how two students have answered this task.

Student Response A

Conference report

As requested, this report relates to the conference I attended on behalf of the university and its students. I had high expectation of this conference before it started and I was not disappointed.

The introduction is short but sets out clearly what the reader expects in the report and communicates clearly with them.

Logistics

The details of the conference were circulated in advance of the conference dates. This allowed me to make all the necessary plans in plenty of time. The location of the venue was not ideal as it was a distance from the centre of town. The seminar rooms were ideal with outstanding facilities for all and plenty of space for informal meetings and social gatherings. The refreshments provided were basic but sufficient for those of us who had long journeys. Hotels were provided in close proximity to the venue and all were within a short walk.

This paragraph covers the part of the question relating to practicalities very thoroughly.

Timetable

The conference had a clear timetable over the three days and each day started early at 8.30am. I had the opportunity to select which sessions I wanted to attend and to book a place in these in advance. This was an excellent idea as some were very popular.

The opening to this paragraph links back to a previous conversation and communicates with the reader well.

Content

As we discussed prior to the conference, there were some sessions which appeared to be highly relevant to our course. On balance, some of these were better than others, with one in particular standing out as being particularly pertinent to recent developments in our field. Perhaps of significance was the enthusiasm the presenter showed for coming to visit us at our university next term and I very much hope the department will be able to follow up on this.

The student has chosen some excellent high-level language in the report.

Conclusion

I believe the conference was excellent value, both in terms of finances and time. There were a number of lively debates and sessions which informed my knowledge beyond my expectations and I am confident that this will be likewise in the future.

Content

The report contains all of the information required by the task, and everything is relevant to the topic. The target reader would have a clear idea of the student's expectations and views of the conference, and there is a strong recommendation to send someone next year, so they would be fully informed.

5 / 5

Communicative achievement

The student has written in an appropriate register and the tone is suitable to the genre of a report. Ideas are communicated with ease and naturally (e.g. 'As we discussed…'), which establishes a clear link with the target reader and fulfils the communicative purpose.

4 / 5

Organisation

The report is well organised with clear paragraphs relating to each of the different points in the task. Headings are suitable for the content and the student has organised ideas logically. There is some use of cohesive devices (e.g. 'As requested…'; On balance…'), but generally the text is internally cohesive due to the use of structures to link ideas.

4 / 5

Language

The language used is suitable and appropriate to the task. The vocabulary in particular includes some collocations that are used less frequently (e.g. 'close proximity'; 'particularly pertinent'). This is used accurately and with flexibility. There is a confident use of tenses and the student writes with a high level of accuracy.

4 / 5

Total marks: 17 / 20

The student has communicated well using accurate language with confidence. The tone and register of the report are appropriate, and the reader would be fully informed as all content is relevant and the question is answered completely. With more range of structure and internal cohesion this could have scored more marks, but it is a very strong response.

Student Response B

Dear Professor Howard,

I recently attended an academic conference on behalf of the student I study with and I am writing to express my thanks for selecting me to go on this conference.

As you are aware my plan is to stay on at the university after this summer when I finish my undergraduate degree to complete my Masters. With this in mind, I was deeply honoured to be given this priceless opportunity. I am aware that there was a great deal of competition for this valuable place and I was beyond impressed that I was chosen to attend.

I learnt a great deal from the conference and made a lot of great contacts. I am confident that this will help me greatly in my future. Some students from other universities have invited me to come and visit them in the future.

Once again, I think this is an incredible opportunity and the person who attends next years conference must be very fortunate. I would be most delighted to brief them before they attend so that they can gain as much as I did.

Once again, thank you for your support. I am looking forward to studying again under your next year and I hope you have a good summer holiday before then.

Kind regards,

Sylvia

This opening to the letter is lifted from the question, and so the student has missed the opportunity to demonstrate that they can paraphrase.

The student is trying to use different vocabulary here, but this doesn't collocate well.

The student has not recognised the purpose of the report, and this section refers to the benefit for them personally.

The student has used the same cohesive device twice. It is important to demonstrate range and variety of devices.

Content

While the student has written on the topic of the conference, not all of the content is relevant and they have not made reference to the practicalities of attending as the question required. Paragraph 4 mentions future attendance, which implies a recommendation, but this could have been expressed more clearly.

3 / 5

Communicative achievement

The student has not used a report format and has instead written a letter to their professor. The letter does not use the conventions of a report, and the misunderstanding of the task means that the target reader would not receive the type of text expected. Therefore, the communicative purpose is not fulfilled.

1 / 5

Organisation

While there is some organisation to the letter, it is not totally appropriate to a report. There are paragraphs for the different topics, however. The internal cohesion is limited and there is a lack of variety in the cohesive devices used.

3 / 5

Language

The student has used a range of simple and some more complex structures with a fair degree of accuracy. There is some good range of vocabulary (e.g. 'deeply honoured'; 'a great deal of competition'). Some errors are made with more basic language, but these do not stop the reader understanding the text.

3 / 5

Total marks: 10 / 20

The fact that the student wrote the incorrect task type in responding to this question had an impact on the both the organisation and the communicative achievement. They did not follow the appropriate layout or conventions, and could have achieved better marks if they had written a report. While there was some accuracy of language, generally the range of structures could have been wider.

Now have a go at writing a response to this question yourself.

You recently attended an academic conference on behalf of the students you study with at university.

Your tutor has asked you to write a report about how useful it was and whether the university should send someone next year. Include information about your expectations, your experience and the practicalities of attending the conference.

Write your **report**.

Highlight or underline the important words.

Outline plan:

Refer to the Planning Guide on page 12 for guidance on how to plan your response.

Write your response (280–320 words).

✔ ✖

- [ ] Does your response cover all of the content points in the task?
- [ ] Is your response in the right style for the task type?
- [ ] Have you used the right register for the task?
- [ ] Have you used paragraphs to separate different ideas?
- [ ] Have you used linking devices correctly?
- [ ] Have you got a range of linking devices?
- [ ] Are all tenses correct?
- [ ] Have you used articles with nouns where needed?
- [ ] Are the prepositions correct?
- [ ] What about errors you've made in the past?

Text type 5: Review

In Part 2 of the Writing paper you may have the option of writing a review.

Remember:

- A review could be of a book, performance, service or item.
- The target reader will be specified, and you should consider this in your writing.
- Good reviews will include a range of adjectives.
- An evaluation is required, not just a description.

Look at the following question.

Think about:

- what the film is and why you enjoyed it originally
- how to compare elements of the newer version in your review
- why you think some films are remade
- the positive and negative things about remaking films.

A literary website is asking for reviews of classic films that have been remade recently.

You decide to write a review describing what you enjoyed about the original film and whether the newer version was as good.

You should also give your opinion about why some older films are being remade and whether this is a positive thing to do.

Write your **report**.

Read the following sample answers and see how two students have answered this task.

Student Response A

The old or the new?

I honestly couldn't think of a remake of an old film that was better than the original. But that changed when I went along to the screening of the new version of 'Fright Night'. I had to revise my opinion in just a few hours.

I watched the original version as a teenager after persuading my parent to let me stay up, mostly from hiding behind the cushions on the sofa as I was so scared. You can imagine from the title, the sort of film it is! It stayed in my mind for many months and I boasted about seeing this scary film to my classmates. I watched it again a decade or so later and it lived up to my memories. Those characters were so gullible and trusting . . . that murderer so evil!

The use of an ellipsis here, where the student has left out the verb form in the second part of this sentence, communicates well.

When I heard it was being remade with big Hollywood stars I shouted "No! Don't ruin another classic". So as you can imagine, I was somewhat reluctant to see the newer version. In truth, I had to be dragged along! But what can I say? I have to tell you the truth.

This short paragraph provides a good link between the content about the old film in the previous paragraph and the newer version in the next paragraph.

The stars don't make it any better, but they do a decent job. The special effects are the real stars though. There is so much more that can be done with scary films with the use of modern technology which wasn't possible twenty years ago. I thought I had remembered every shock and horror but this remake included more. I was on the edge of my seat throughout the film. Of course, the storyline was the same and the gruesome outcome didn't alter, but the way it was portrayed was streets ahead of the original.

The vocabulary choice here helps to set the scene to the reader and conveys the student's emotions well.

So, I have to come clean and admit that I can no longer complain when I hear some old film is being remade. There may be more that we can offer now to the storytelling. Give the new one a chance!

The part of the question asking about why films are remade is dealt with briefly but addresses the requirements of the task.

Content

Although the point in the question about why films are remade is only addressed briefly, it is covered and so all of the necessary content is included. All content is relevant to the question and the target reader would be fully informed.

5 / 5

Communicative achievement

The student has communicated well and the review is written in an appropriate tone. The review holds the reader's attention and the use of rhetorical questions (e.g. 'But what can I say?'), and the way the student addresses the reader directly (e.g. 'So as you can imagine…'; 'I have to tell you the truth...') communicates effectively with the reader.

5 / 5

Organisation

The text is organised very well as a coherent whole and has a suitable heading that helps to lead into the review. Each paragraph has a clear purpose, and the student has used a variety of cohesive devices as well as structure to link ideas to build a well-written review.

4 / 5

Language

There are a number of complex sentences that communicate complex ideas, such as the opening sentence of the second paragraph (e.g. 'I watched… so scared.'), and the student has used a range of vocabulary suitable to the task with good collocation (e.g. 'somewhat reluctant'; 'streets ahead'). There is some repetition of structure (e.g. 'You can imagine…'), but the writing is very accurate.

4 / 5

Total marks: 18 / 20

The review includes all the required information and reads very well due to its strong organisation and appropriate tone and register. The language used is sometimes sophisticated and is used precisely to good effect. The target reader would be well informed, despite one point in the question not being covered at length.

Student Response B

Stargazer – a review

Recently it was decide to remake a film which I have always loved. Why, you ask? I cant tell you but I can say that they wasted their money.

Often classic films were made many years ago and with the best directors and actors. Nowadays there are so many bad films and movies that we have so much choice to make. Moreover, It really isn't necessary to remake older films. We can choose to go to the cinema once every week and see a different film if we like. The older films, are usually on TV at some time so we can see them there. Maybe they make the new films in a slightly different way. For examples:

- They have different actors.
- They have different locations.
- They have different storyline a bit.

But all in all it's the same film so there is no benefit to doing it. But that said, Stargazer is a great film and I recommend you to go and see it. But it has an enthusiastic cast, and it has also great scenary as it travels the world. You are likely to see somewhere you know where ever you live! The story is habitual, and there are no suprises there – we can all see what was going to happen. But does that stop it being good? No, I say it doesn't. Take advantage of the opportunity to see it soon in a cinema near you!

The student has made some basic errors in their review, including with punctuation. It is important to leave time to check your work to ensure that you don't make errors like this.

The use of bullet points restricts the opportunities the student has for showing how they can organise their ideas.

There is some attempt to link ideas here, but the control of language is lacking.

At 237 words, the essay is under the word count. This is likely to mean that the content could have been more fully covered, as is the case here.

Content

The student has only party addressed the task, and some areas of the review are not entirely clear. For example, the statement 'Stargazer is a great film and I recommend you to go and see it.' doesn't make it clear whether this is the original or the newer version. There is some misinterpretation of the task, which means that the target reader would not be fully informed.

2 / 5

Communicative achievement

Although there is some attempt to communicate ideas to the reader, the review as a whole does not communicate effectively. The student has not produced a review that gives clear information and some content is quite general. However, they have used some phrases to try to hold the reader's attention (e.g. 'But does that stop it being good?').

2 / 5

Organisation

The review starts with a clear heading but the student doesn't start talking about the film itself until the final paragraph. The use of bullet points is not appropriate, and these points could have been made in continuous text. The cohesive devices used are basic and are sometimes not used appropriately, and ideas could have been better linked.

1 / 5

Language

The student has mostly used language that is below the level required at C2. The structures used are limited in range, and there are some basic errors with punctuation. There is a lack of control of language, with some sentences being unclear in meaning (e.g. 'Nowadays…choice to make.'). There are some spelling errors and some incorrect use of vocabulary.

1 / 5

Total marks: 6 / 20

This review is below the level required at C2. Although the student appears to have understood the requirements of the task, the content is confused and lacks organisation. Overall, they do not show sufficient range or accuracy of language use at this level.

Now have a go at writing a response to this question yourself.

A literary website is asking for reviews of classic films that have been remade recently.

You decide to write a review describing what you enjoyed about the original film and whether the newer version was as good.

You should also give your opinion about why some older films are being remade and whether this is a positive thing to do.

Write your **report**.

Highlight or underline the important words.

Outline plan:

Refer to the Planning Guide on page 12 for guidance on how to plan your response.

Write your response (280–320 words).

✔ ✖

- ☐ Does your response cover all of the content points in the task?
- ☐ Is your response in the right style for the task type?
- ☐ Have you used the right register for the task?
- ☐ Have you used paragraphs to separate different ideas?
- ☐ Have you used linking devices correctly?
- ☐ Have you got a range of linking devices?
- ☐ Are all tenses correct?
- ☐ Have you used articles with nouns where needed?
- ☐ Are the prepositions correct?
- ☐ What about errors you've made in the past?

Practice tests

Test 1 | p.57

Question	Task type
1	essay
2	article
3	report
4	letter

Test 2 | p.67

Question	Task type
1	essay
2	review
3	letter
4	report

Test 3 | p.77

Question	Task type
1	essay
2	letter
3	artcile
4	review

Test 4 | p.87

Question	Task type
1	essay
2	review
3	artcile
4	report

Cambridge C2 Proficiency Writing

Practice test 1

Part 1

Read the two texts below. Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers. Write your answer in 240–280 words.

Question 1

Town planning

While some towns and cities have evolved almost with a will of their own, there are those newer ones that have been planned to within an inch of their lives. It's true that there are benefits to carefully thought out towns; the facilities and services can be available without having to travel for miles, and that in turn is good for the environment. However, I can't help feeling these places lack character. Some are so soulless that you can quite easily forget where you are – the planners ensure that they differ so little from others laid out along similar lines that you could be anywhere.

Being a Town Planner

Planning a city was my dream as a youngster and I studied hard to gain qualifications in town planning. It's not all it's cracked up to be though. We aren't always able to follow what the theory tells us we should and there is little chance to be creative. And the time it takes to get plans agreed is unimaginable. I think the most frustrating thing is that by the time the relevant consultations have been carried out and everything has got the sign off, the needs of the local population or the latest ideas may well have changed and everything seems out of date.

Write your **essay**.

Answer sheet

Question 1

Answer sheet

Continued

Part 2

Write an answer to one of the questions 2–4 in this part. Write your answer in 280–320 words in an appropriate style on the following pages.

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2 The gym you belong to has asked members to contribute articles for the anniversary of its opening saying how they use the gym and what benefits other than keeping fit it brings to their lives. You decide to write an article giving your experience and evaluating the benefits of your membership.

Write your **article**.

3 You were recently invited to deliver introductory music lessons in a local primary school. The school has written to thank you for doing this and has asked you to write a report on whether you feel this was a valuable experience for students and what suggestions you have for improving it in the future. You should consider feedback from the children and teachers as well as giving your own opinion in evaluating the event.

Write your **report**.

4 Your workplace has decided to introduce 'hot-desking', where employees don't have a fixed place to work in the office each day. You and some colleagues are not happy with this and you decide to write to your managing director saying why you do not feel this will be beneficial to you or to the company.

Write your **letter**.

Answer sheet

Question ☐

Answer sheet

Continued

Cambridge C2 Proficiency Writing

Practice test 2

Part 1

Read the two texts below. Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers. Write your answer in 240–280 words.

Question 1

Preparation for work

While gaining a degree in your chosen field may help you to secure employment in your chosen field, it's a time-consuming and often expensive route. Years spent on a university campus may be a great experience for many, but is it the best way to prepare you for work? Surely it's time to move to a model where on-the-job training and apprenticeships are more favoured. After all, even if you've got the theory behind an area of a business, they are going to have to train you in their ways of working, so doesn't that make many courses redundant?

Equality of opportunity

Some may think that the most important thing about university is the academic study but there's so much more than that, and it's something that nobody should be denied. Breaking the ties to home and starting out on an independent journey is one of the most striking things that students report in their first few weeks. Having to take responsibility for your own study and your own lifestyle are important steps, and this opportunity should be open to all. Of course, it's about the academic outcomes but creating well-rounded independent individuals shouldn't be overlooked.

Write your **essay**.

Answer sheet

Question 1

Answer sheet

Continued

Part 2

Write an answer to one of the questions 2–4 in this part. Write your answer in 280–320 words in an appropriate style on the following pages.

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2 You have recently used an online booking site to book a short holiday in another country. You found it useful but have some suggestions and decide to write a review of the site for a travel website. You should include details of your experience and say what could have improved the experience.

Write your **review**.

3 You recently applied for a grant from your college to carry out some research into an environmental issue. Your application was not successful and you have decided to write to a former colleague to tell them about your reasons for applying, the process and how disappointed you are at the outcome.

Write your **letter**.

4 The company you work for recently ran a new advertising campaign online and you have been asked to write a report about whether you think this was a suitable medium for the products your company produces. You should consider the work that was involved in producing the advertising material as well as the impact on sales, and evaluate the value of the campaign.

Write your **report**.

Answer sheet

Question ☐

Answer sheet

Continued

Cambridge C2 Proficiency Writing

Practice test 3

Part 1

Read the two texts below. Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers. Write your answer in 240–280 words.

Question 1

Social enterprises

We hear about big businesses making a difference to the lives of their customers and some aim to make themselves stand out by trying to persuade you how much they care about you, but really it just comes down to money. Social enterprises aim to change that. They don't claim that they aren't trying to be profitable but are upfront about the fact that they give back to society, maybe in the form of charitable donations, maybe by supporting local people. Young people are increasingly drawn to these enterprises that have a social conscience and allow then to have more say in how things are run.

Self-employment

For those who don't want to be constrained by working for someone else, being self-employed can seem like an attractive option. No boss to report to, no rules imposed on you, but is it all that easy? Many of those who move to being self-employed midway through their working life are in for a shock. As well as having the freedom to plan your own work, there's the downside of having nobody to ease the burden if you are overworked. And taking responsibility for things like keeping your own accounts may not seem as attractive when tax day looms!

Write your **essay**.

Answer sheet

Question 1

Answer sheet

Continued

Part 2

Write an answer to one of the questions 2–4 in this part. Write your answer in 280–320 words in an appropriate style on the following pages.

2 You recently went to another city for an interview for work but were very late due to an incident on the train on the way there. You decide to write to the train company telling then what happened, how passengers could have been helped and asking for a refund.

Write your **letter**.

3 You see a notice on your college website inviting articles about technology and whether we could manage without it nowadays. You decide to write an article giving your opinion based on your experience, highlighting both the benefits and drawbacks of not having technology to rely on.

Write your **article**.

4 Your college has asked students to send in reviews of local attractions that may be suitable to include on a webpage for new students who may not know the area. You decide to submit a review of an attraction that you are enthusiastic about, saying why you think it would be good to visit for those who don't know the area well.

Write your **review**.

Answer sheet

Question ☐

Answer sheet

Continued

Cambridge C2 Proficiency Writing

Practice test 4

Part 1

Read the two texts below. Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers. Write your answer in 240–280 words.

Question 1

Superfoods

Barely a day goes by without news of a new superfood that will, in one go, make you healthier by lowering your blood pressure or helping you to lose weight. People claim they aren't taken in by these reports but the evidence from supermarket sales suggests that this isn't true. It seems many of us are willing to follow the fashion to try these things in the vague hope that they will provide a shortcut to good health. How do we let ourselves be taken in by these things when a new one takes over with predictable regularity?

Food and social media

These days it's common to see streams of pictures of different dishes on social media. In recent years restaurants have got much better at how they present food, and some would say they've had to as there's a chance it will appear on someone's timeline. Watching a group of diners look excitedly at their main courses as they were delivered the other evening, I was amused to see each one spend some time taking their phone out and taking pictures to post before they started eating. I pity the restaurants with greats chefs but who aren't inventive in presentation – they may be in trouble soon!

Write your **essay**.

Answer sheet

Question 1

Answer sheet

Continued

Part 2

Write an answer to one of the questions 2–4 in this part. Write your answer in 280–320 words in an appropriate style on the following pages.

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2 An English-language magazine called *TV and Film* has asked for reviews of drama series and you decide to write a review of a long-standing drama series on TV that has recently had some unusual storylines. Write your review saying why you think the storylines were introduced and whether you think they were realistic.

Write your **review**.

3 A local travel company is running a competition and has asked for articles to post on its website about whether the journey itself is as important as reaching the destination. You decide to write an article based on your experience explaining why you feel the journey is as important and what you have learnt from travelling.

Write your **article**.

4 You are a member of your local town council which has recently been awarded a grant to improve facilities for young people. You have volunteered to write a report about what you think would be popular in town, making suggestions for how the money could best be spent. You should consider what is already available and how to make sure the new facilities will be used.

Write your **report**.

Answer sheet

Question ☐

Answer sheet

Continued

PROSPERITY EDUCATION

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There are five possible tasks in the C2 Proficiency Writing exam.

This write-in student book focuses on each task type individually, explaining its characteristics and providing guidance on how to plan a response to an exemplar question.

For each task-type question, two responses from different students are provided. One response is very good and the other is less good, identifying areas in which the student could improve.

There are detailed comments on each response, categorised by the four assessment criteria (Content; Communicative Achievement; Organisation; Language), as well as a breakdown of the marks that each response could get in the exam.

The four exam-styled practice tests included in this resource will allow the reader to consolidate their approach to the different types of writing task that can be assessed.

Margaret Cooze holds an MA in Applied Linguistics and an MSc in English Language Teaching Management, and has worked in senior roles at Cambridge English Language Assessment and Cambridge Assessment International Education. She is the author of several ELT resources published by Cambridge University Press & Assessment.

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